

Community Participation

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	7
Entry Level 1.....	8
Entry Level 2.....	9
Entry Level 3.....	10
Level 1	11
Level 2	12
Unit Content	13
Entry level 2.....	16
Entry level 3.....	20
Level 1	25
Level 2	29

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Community Participation' suite of units has been designed to develop learners' knowledge of their own or the wider community and the skills to engage in projects or activities, taking into account active citizenship and sustainability issues.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding communities	Recognise people and simple features of the local community	Know features of the local community and how actions affect it	Describe features of the community, including diversity and services	Understand diversity within communities and the role of citizens	Explain diversity within communities, including social, cultural and economic factors
Community behaviours and impact	Identify positive and negative actions in the community	Know how actions can positively or negatively affect the community	Describe how actions impact individuals and the community	Understand how behaviours contribute to community wellbeing and responsibility	Analyse how behaviours and responsibilities contribute to community cohesion and wellbeing
Participation in community activities	Take part in a simple community activity with support	Participate in a community activity and identify preparation steps	Take part in a community project with a defined role and describe contribution	Plan and take part in a community project and review contribution	Design, plan and carry out a community project, reflecting on effectiveness
Sustainability and active citizenship	Know simple ways people can help the environment	Know the importance of participation and simple community actions	Understand how community actions support sustainability	Understand how participation and sustainability actions benefit communities	Analyse how local, national and global actions support sustainability and communities

Community services and engagement	Know about a local community service and how it helps	Know about community services and how to access them	Know about community services and how people can influence them	Understand how services support participation and how people can influence them	Explain how services operate and evaluate ways people can influence them
Cognitive Demand	Recognise, identify, state	Identify, state, give simple explanations, participate	Describe, explain, participate, reflect	Describe, explain, apply, review	Explain, analyse, plan, evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

There are no specific requirements for teaching these units above or beyond what is outlined in the qualification specifications.

Teaching staff must be suitably trained and confident in managing sensitive discussions. They must be aware of safeguarding requirements given that scenarios may include bullying, mental health, discrimination, consent and ethics.

Support staff may be required to help monitor sensitive discussions and support learners.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitably resources are available to deliver and assess this unit. As a minimum this should include:

- an appropriate teaching space to allow for multiple group discussions to take place at the same time.
- Lesson Plans
- Visual Aids - A projector, laptop, or screen to show presentations, videos etc.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the level, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

Entry Level 1

Assessment of Community Participation at Entry Level 1 could include:

Assessment Type	Examples of Tasks
Matching / Sorting	Match pictures of people to community groups (e.g., child, adult, older person); sort actions into helpful / not helpful
Picture Selection	Choose an image that shows a positive or negative community action
Identification (verbal / pointing)	Identify a community group, action, or local service from images or prompts
Simple Participation Task	Take part in a small activity (e.g., tidy-up, planting, helping set up) with support
Supported Observation	Assessor observes learner taking part and completing a simple role
Simple Reflection	State what they did and one thing that went well (verbally, symbol-supported or written)
Short Responses	Identify how an action helps the community or environment; identify how participation makes people feel

Entry Level 2

Assessment of Community Participation at Entry Level 2 could include:

Assessment Type	Examples of Tasks
Short Written / Verbal Responses	State features of the community and give examples of positive and negative actions and their impact
Scenario-Based Tasks	Identify appropriate actions in simple community situations
Sequencing Tasks	Put simple preparation steps in order for a community activity
Participation Task	Take part in preparing or carrying out a community activity (e.g., helping organise a litter pick)
Observation of Practice	Assessor observation of learner contributing to an activity or preparation
Structured Reflection	State what went well and one improvement following participation
Identification Tasks	Identify community services and how they help people take part
Simple Discussion	Give an example of how people can have a say in community services

Entry Level 3

Assessment of Community Participation at Entry Level 3 could include:

Assessment Type	Examples of Tasks
Short Descriptions	Describe features of the community and how actions impact it
Scenario-Based Tasks	Describe positive and negative actions and their effects in given situations
Planning Tasks	Describe steps needed to prepare for a community activity
Participation Task	Take part in a community project with a defined role
Observation of Practice	Assessor observation of participation and contribution
Structured Reflection	Describe own contribution, including a strength and an area for improvement
Explanation Tasks	Describe how community actions support sustainability
Service Awareness Tasks	Describe community services, how they are accessed and how people can influence them

Level 1

Assessment of Community Participation at Level 1 could include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Describe diversity in the community and responsibilities of citizens
Scenario-Based Tasks	Explain how actions affect communities and individuals
Planning Tasks	Describe preparation for a community project (e.g., roles, resources, steps)
Participation Task	Take part in a community project, carrying out an agreed role
Observation of Practice	Assessor observation of learner participation and contribution
Reflective Review	Review own contribution, identifying strengths and areas for improvement
Application Tasks	Describe how community actions support sustainability and participation

Level 2

Assessment of Community Participation at Level 2 could include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Explain diversity, rights and responsibilities within communities
Project Proposal Task	Design a proposal for a community project (aims, target group, resources)
Planning Task	Produce a plan including steps, roles and basic risk awareness
Participation Task	Carry out a community project or activity
Observation of Practice	Assessor observation of learner carrying out their role
Reflective Evaluation	Reflect on own contribution, including effectiveness and improvements
Analytical Tasks	Describe how community actions at different levels support sustainability
Service Engagement Tasks	Explain how services operate and how to access them
Evaluation Tasks	Evaluate how people can influence services, including strengths and limitations

Unit Content

Unit Title: Community Participation

Unit Reference Number: CBM036

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge of their own or the wider community and the skills to engage in projects or activities, taking into account active citizenship and sustainability issues.

Principles of Progression

Progression Step 1 - I am beginning to understand that we need to respect others.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know of people and behaviours in the local community	1.1 Identify groups of people in the local community
	1.2 Identify a positive action in the community and how it helps
	1.3 Identify a negative action in the community and its impact
2. Be able to take part in a small community activity	2.1 Identify an idea for a community activity
	2.2 Identify a way to help prepare for the activity
	2.3 State own contribution to the activity
	2.4 State one thing that went well
3. Know how people can help their community and environment	3.1 Give an example of how people can help the environment
	3.2 Identify how this helps the community
	3.3 Give an example of how taking part makes people feel
4. Know about a local community service	4.1 Identify a local community service
	4.2 State how the service helps people
	4.3 Identify a way to use the service

Indicative Content

LO1	AC1.1 Learners must identify at least two different groups of people in the local community. Groups may include children, adults, older people, families, people from different cultures or backgrounds.
	AC1.2 Learners identify at least one positive action (e.g., helping, sharing, being polite, picking up litter) and state how it helps (e.g., makes people feel happy, keeps area clean).
	AC1.3 Learners identify at least one negative action (e.g. littering, being unkind, damaging property) and its effect (e.g., makes area unsafe, upsets people).
LO2	AC2.1 Learners identify at least one simple activity such as planting, tidying, making posters, helping others.
	AC2.2 Learners identify at least one preparation action (e.g., gathering materials, setting up, asking for help).
	AC2.3 Learners state at least one action they carried out (e.g., picked up litter, helped set up).
	AC2.4 Learners must state at least one example of what went well (e.g., worked together, enjoyed helping).
LO3	AC3.1 Learners give at least one example (e.g., recycling, saving energy, litter picking).
	AC3.2 Learners identify at least one outcome (e.g., cleaner streets, safer spaces).
	AC3.3 Learners give at least one feeling (e.g., happy, included, proud).
LO4	AC4.1 Learners identify at least one service (e.g. library, leisure centre, community centre).
	AC4.2 Learners state at least one way it helps (e.g., access to books, activities, support).
	AC4.3 Learners identify at least one access method (e.g., visit, phone, ask).

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Taking part in community activities that promote care for the environment or responsible use of resources.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local, national and international contexts	Learners connect learning to their own area. Builds pride in the community and awareness of local opportunities.
Diversity	Learners identify different groups of people in their community. Promotes inclusion and understanding of the local area and its services.
Sustainability	Learners explore actions that protect the environment. Builds awareness of caring for local spaces and reducing pollution.
Human rights	Links to recognising diversity and equal access to services.
CWRE	Learners practise teamwork, responsibility, and helping others through community projects. These are transferable skills for future work and volunteering.

Entry level 2

Unit Title: Community Participation

Unit Reference Number: CBM037

Level: Entry level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Aim: To develop learners' knowledge of their own or the wider community and the skills to engage in projects or activities, taking into account active citizenship and sustainability issues.

Principles of Progression

Progression step 2- I can contribute actively and constructively to my community.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know about own local community and how actions can affect it	1.1 State features of own community
	1.2 Give a positive action and its impact
	1.3 Give a negative action and its impact
2. Be able to participate in a community activity	2.1 Identify an idea for a community activity
	2.2 Identify steps to prepare
	2.3 Take part in preparation or activity
	2.4 State what went well
	2.5 State one improvement
3. Know the importance of participation in the local community	3.1 Identify a group action that helps the environment
	3.2 Give a benefit of participation
4. Know about community services	4.1 Identify a community service
	4.2 State how it helps participation
	4.3 State how to access it
	4.4 Give a way people can have a say in community services

Indicative Content

LO1 AC1.1 Learners **must** state (verbally or in writing) at least two features of their community. Features may include, but are not limited to:

- age groups (children, teenagers, adults, older people)
- gender and family structures
- ethnic and cultural diversity (languages, traditions, religions)
- types of housing or local facilities
- people with disabilities or additional learning needs

AC1.2 Learners must give (verbally or in writing) at least one positive action that may affect the community. Examples include, but are not limited to:

- litter picking -cleaner spaces.
- fundraising - more resources for local groups.
- helping neighbours - stronger relationships.
- volunteering - safer and friendlier community.

AC1.3 Learners must give (verbally or in writing) at least one negative action that may affect the community. Examples include, but are not limited to:

- vandalism - unsafe spaces.
- antisocial behaviour - division between people.
- littering - poor reputation of the area.

LO2 AC2.1 Learners must identify (verbally, by gesturing or in writing) one idea for a small community project or activity. Examples include, but are not limited to:

- planting flowers in a shared space.
- organising a cleanup.
- making posters to encourage recycling.
- collecting donations for a local cause.

AC2.2 Learners must identify at least two simple steps to help prepare for the project or activity. Steps may include, but are not limited to:

- help in choosing the project idea.
- gathering materials.
- asking for help or volunteers.
- support planning, when and where it will happen.

AC2.3 Learners must participate in at least one task to help the preparations for the activity. This may include, but are not limited to:

- Collecting materials.
- Setting up equipment.
- Working with others to prepare.

AC2.4 Learners must state (verbally or in writing) what they did in the project or activity. They must give one example of something that went well (e.g., teamwork, finishing on time)

	AC 2.5 Learners must state (verbally or in writing) one thing that could be improved upon (e.g., more people helping, better organisation).
LO3	AC3.1 Learners must identify (verbally, by gesturing or in writing) at least one local group action that communities can take to help the environment. Examples include, but are not limited to: • recycling • litter picking • planting trees • saving energy. AC3.2 Learners must give at least one example (verbally or in writing) of how joining in a local community activity can help people feel part of the community. Examples include, but are not limited to: • making friends • feeling included • working together • sharing ideas.
LO4	AC4.1 Learners must identify (verbally, by gesturing or in writing) at least one community service in the local community. Examples include, but are not limited to: • library • leisure • health • community centre, events and groups. AC 4.2 Learners must state (verbally or in writing) at least one way that the how community service supports people. Examples include, but are not limited to: • library: meeting place, access to books and computers • leisure centre: activities and sports • health clinic: advice and support • community centre: events and groups. AC4.3 Learners must state (verbally or in writing) at least one way to access the community service. Examples include, but are not limited to: • visiting in person • phoning • using a website • asking at a local office. AC4.4 Learners must give at least one example of how people can have a say in local community services. Examples include, but are not limited to: • attending meetings • filling in surveys • joining a community group • talking to local councillors.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Taking part in community activities that promote care for the environment or responsible use of resources.

Relevant Cross-Cutting Themes

Local, national and international contexts	Learners explore their own local area. They see how local actions directly improve where they live. They understand how public services (libraries, leisure centres, health clinics) connect people and support community life.
Diversity	Learners recognise that communities include different ages, genders, family types, cultures, languages, and religions. They learn to respect differences and see how everyone contributes to community life.
Sustainability	Learners explore actions that protect the environment. Encourages care for local spaces and thinking about long-term impact.
Human rights	Learners recognise different people in their community Encourages inclusion and respect for everyone
CWRE	Learners see how community projects link to real jobs Builds teamwork, responsibility, and problem solving skills useful for future work.

Entry level 3

Unit Title: Community Participation

Unit Reference Number: CBM038

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Aim: To develop Learners' knowledge of their own or the wider community and the skills to engage in projects or activities, taking into account active citizenship and sustainability issues.

Principles of Progression

Progression Step 3- I have planned and taken an active role in response to challenges and opportunities in my local community, or in Wales or the wider world, and I have done so individually or as part of a team.

Learning Outcome (The Learner will): Assessment Criterion (The Learner can):

1. Know about the local community and how actions impact it	1.1	Explain features of the community
	1.2	Describe a positive action and its impact
	1.3	Describe a negative action and its impact
2. Be able to take part in a community project	2.1	Identify a suitable project or activity
	2.2	Describe steps to prepare
	2.3	Take part in the activity
	2.4	Explain own contribution, including strengths and improvements
3. Understand participation in the community	3.1	Identify group actions that support the environment
	3.2	Explain how actions help the community
	3.3	Explain benefits of participation
4. Know about community services and participation	4.1	Identify community services
	4.2	Describe how they support participation
	4.3	Describe how to access services
	4.4	Describe how people can influence services

Indicative Content

LO1 AC1.1 Learners must explain at least two features of their own community. Learners could include the following features:

- age groups (children, teenagers, adults, older people)
- gender and family structures
- ethnic and cultural diversity (languages, traditions, religions)
- socioeconomic backgrounds (employment types, housing)
- people with disabilities or additional learning needs.

AC1.2 Learners must describe at least one positive action that may affect the community. For example, but not limited to:

- sharing food or clothes, supports people in need
- joining a local sports or activity club, encourages health and friendship
- planting flowers or trees, makes the area look nicer and improves the environment
- helping at school events, builds stronger links between families and the school
- checking in on older neighbours, reduces loneliness and makes people feel cared for
- organising a recycling drive, reduces waste and teaches people to look after the environment.

AC1.3 Learners must describe at least one positive action that may affect the community. For example, but not limited to:

- dropping litter: makes the area messy and unhealthy
- bullying or being unkind: causes upset and divides people.
- damaging property (e.g., graffiti, breaking windows): costs money to repair and makes places feel unsafe
- not helping others when needed: leaves people feeling isolated or unsupported
- ignoring community rules (e.g., noise late at night): creates tension and complaints
- wasting resources (e.g., leaving lights on, not recycling): harms the environment and increases costs.

LO2 AC2.1 Learners must identify an idea for a community project. Learners need to suggest realistic ideas such as litter pick, food bank collection, community garden, fundraising event. Learners must explain why the project is suitable for their local area.

AC2.2 Learners must describe at least two steps taken to prepare for the project or activity. Learners could identify the following practical steps:

- planning
- gaining permission
- gathering resources.

- recruiting volunteers
- setting dates.

Learners must consider health and safety requirements.

AC2.3 Learners carry out a defined role or task within the community project. Learners could take part in agreed roles such as, but not limited:

- organising materials
- promoting the event
- helping on the day.

AC2.4 Learners must recognise own contribution to the local community project or activity. This must include at least one strength and one improvement (e.g., teamwork, communication).

LO3 AC3.1 Learners must identify at least two group actions that communities can take part in to help the environment. One must be local in Wales and one national.

AC3.2 Learners must explain at least one impact per action. Learners must state the possible benefits of this action such as, but not limited to:

- litter picking improves safety and appearance
- national campaigns raise awareness and reduce pollution.

AC3.3 Learners must explain at least two examples of the benefits of joining in with local community activities. Learners may give examples such as, but not limited to:

- sports clubs or charity events build friendships and teamwork
- shared goals (fundraising, cleanup projects) promote inclusion and belonging.

LO4 AC4.1 Learners must identify at least two services in the local community e.g., libraries, leisure centres, schools, health services, transport.

AC4.2 Learner must describe how public services can help people participate in community life e.g., how it could support learning, wellbeing, and social interaction, access or inclusion.

AC4.3 Learners must describe at least two methods to access each public service identified in 4.1. e.g.,

- visiting in person
- online booking
- phone contact.

Learners must show awareness of opening times, websites, or contact details.

AC4.4 Learners must describe at least one way people can influence local services e.g.,

- surveys
- community meetings
- online feedback forms
- contacting councillors.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Taking part in community activities that promote care for the environment or responsible use of resources.

Relevant Cross-Cutting Themes

Local, national, and international contexts	Learners connect directly to their own community's diversity, services, and projects. They see how services, and campaigns shape citizenship. They link their actions to global movements, recognising themselves as part of a wider world.
Sustainability	Learners engage with environmental responsibility by planning small projects (litter picks, gardens, food bank collections) and naming local Welsh and national campaigns (e.g., <i>Keep Wales Tidy</i> , <i>Earth Hour</i>). They explain how these actions improve safety, appearance, reduce pollution, and raise awareness of climate issues.
Diversity	Learners outline features of their community including age, gender, ethnicity, religion, language, disability, and socio-economic background. They see how diversity enriches community life through festivals, faith groups, and varied employment, and how inclusion in local activities builds belonging and cooperation.
Human rights	Learners explore fairness, equality, and active citizenship. They recognise how respecting others, following laws, and accessing public services (e.g., libraries, health, transport) link to rights such as safety, wellbeing, and participation and democratic voice through surveys, meetings, and feedback.
CWRE	Learners develop transferable skills through project planning, teamwork, communication, and reflection. They practise organisation (planning, permissions, resources), digital competence (online booking, accessing services), and personal effectiveness (identifying strengths and improvements). These skills support progression into future learning and work.

Level 1

Unit Title: Community Participation

Unit Reference Number: CBM039

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Aim: To develop Learners' knowledge of their own or the wider community and the skills to engage in projects or activities, taking into account active citizenship and sustainability issues.

Principles of Progression

Progression step 4 - I have identified, planned, reflected upon and evaluated the effects of action I have taken in my local community, or in Wales or the wider world, either individually or collaboratively.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand diversity and responsibilities in communities	1.1 Describe the diverse nature of the community
	1.2 Describe responsibilities of citizens
2. Be able to plan and take part in a community project	2.1 Identify a suitable project
	2.2 Describe what is needed to prepare
	2.3 Take part in the project
	2.4 Review own contribution
3. Understand participation and sustainability	3.1 Give examples of community actions
	3.2 Describe how actions benefit the community
	3.3 Describe benefits to individuals
4. Understand the main public services available in the local community	4.1 Describe community services and their roles
	4.2 Describe how they support participation
	4.3 Explain how to access services
	4.4 Describe how people influence services

Indicative Content

LO1 AC1.1 Learners must describe a range of characteristics of the population in own local community. Learners must recognise differences such as age, gender, ethnicity, religion, language, disability, and socio-economic background. Learners must give examples of diversity in their own area (e.g., cultural festivals, different faith groups, varied employment sectors).

AC1.2 Learners must describe the key responsibilities a citizen has to others in society such as, but not limited to, respecting others, following laws, volunteering, and supporting vulnerable groups, describe how citizens contribute to safety, fairness, and inclusion (e.g., recycling, helping neighbours, reporting issues) and of how responsibilities build trust and cooperation in society.

LO2 AC2.1 Learners must identify an idea for a small community project or activity. Learners must suggest realistic ideas such as litter picking, food bank collection, community garden, or fundraising event explaining why the project is suitable for their local area.

AC2.2 Learners must describe the steps needed to prepare for the small community project or activity. Such as, but not limited to:

- planning
- gaining permission
- gathering resources
- recruiting volunteers
- setting dates.

AC2.3 Learners must carry out tasks to help organise and deliver the activity. Learners must take part in agreed roles (e.g., organising materials, promoting the event, helping on the day).

AC2.4 Learners must review own contribution by reviewing what went well and what could be improved. Learners must reflect on their role, identifying strengths (e.g., reliability, cooperation) and suggest improvements for future projects (e.g., better time management, clearer communication).

LO3 AC3.1 Learners must give at least two examples of group actions that communities can take to benefit the environment.

Learners must give:

- one local Welsh action (e.g., “Keep Wales Tidy” litter campaigns).
- one national action (e.g., “The Big Plastic Pick Up” or “Earth Hour”).

AC3.2 Learners must describe how each action could help improve the community environment. For example:

- how litter picking improves safety and appearance of local areas.
- how national campaigns raise awareness and reduce pollution.

	AC3.3 Learners must describe a least two examples, how taking part in local community activities can benefit individuals (e.g., feel included and work together). Examples may include, but are not limited to: • how activities such as sports clubs or charity events build friendships and teamwork • how shared goals (e.g., fundraising, clean-up projects) promote inclusion and belonging.
LO4	AC4.1 Learners must describe at least two public services in the local community and describe their purpose, and how they help people take part in community life. Learners must identify services such as libraries, leisure centres, schools, health services, or transport. AC4.2 Learners must describe how these services may support learning, wellbeing, access and inclusion, and social interaction. AC4.3 Learners must explain practical ways to access services (e.g., visiting in person, online booking, phone contact). AC4.4 Learners must describe how people can share their views about the operation of local services. Learners may describe methods such as surveys, community meetings, online feedback form, responding to consultation, or contacting councillors.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Taking part in community activities that promote care for the environment or responsible use of resources.

Relevant Cross-Cutting Themes

Local, national and international contexts	Learners move from personal/local awareness to national responsibilities and global citizenship. They see how their actions link to wider movements, making learning relevant and sector-authentic.
Sustainability	Learners engage directly with environmental responsibility. They see how local and national actions can help reduce pollution, improve safety, and promote biodiversity. Sustainability is embedded as a lived responsibility, not just theory.
Diversity	Learners see how diversity enriches community life (festivals, faith groups, varied employment). Promotes respect, inclusion, and belonging in practical contexts. Builds awareness of how communities thrive through difference.
Human rights	Learners explore rights to community participation, safety, and fairness. They practice active citizenship by understanding responsibilities and how to influence services. Embeds awareness of equality and non-discrimination
CWRE	Learners develop transferable skills: planning, organisation, communication, teamwork, reflection. Builds confidence in leadership, cooperation, and problem-solving — all career-relevant.

Level 2

Unit Title: Community Participation

Unit Reference Number: CBM040

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Aim: To develop Learners' knowledge of their own or the wider community and the skills to engage in projects or activities, taking into account active citizenship and sustainability issues.

Principles of Progression

Progression Step 5 - I have identified, planned, reflected upon, and evaluated the impact of action I have taken in my local community or in Wales or the wider world, either individually or collaboratively. Within that context, I critically examine my attitudes, assumptions, and behaviours.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand diversity, rights and responsibilities in communities	1.1 Explain diversity in communities
	1.2 Explain responsibilities including respect, consent and relationships
	1.3 Describe rights linked to wellbeing and participation
2. Be able to plan, carry out and reflect on community participation	2.1 Design a proposal for a community project
	2.2 Plan the project
	2.3 Carry out the project
	2.4 Reflect on own contribution
3. Understand that communities can take action to benefit the environment	3.1 Give examples of community actions at different levels a) Local b) National c) International
	3.2 Describe how these actions benefit communities
4. Be able to access available public services in the local community	4.1 Explain roles of public services
	4.2 Describe how to access services
	4.3 Describe ways people can influence services
	4.4 Evaluate effectiveness of these approaches

Indicative Content

LO1 AC1.1 Learners must explain different types of diversity with relevant examples. Learners must consider, but are not limited to:

- age diversity (e.g., children, teenagers, adults, older people)
- gender and family structures (e.g., single parents, blended families, extended families)
- ethnic and cultural diversity (e.g., languages, traditions, religions).
- socioeconomic diversity (e.g., different income levels, employment types, housing situations)
- people with disabilities or additional learning needs
- local examples (e.g., community clubs, faith groups, youth organisations).

AC1.2 Learners must explain key responsibilities and how these support community life. Learner responses may include, but is not limited to:

- respect: fairness, listening to others, avoiding discrimination
- consent: respecting boundaries, asking permission, safeguarding privacy
- healthy relationships: cooperation, trust, communication, supporting peers
- responsibilities: volunteering, helping vulnerable groups, following community rules, promoting inclusion.

AC1.3 Learners must describe the rights a citizen has to maintain their own well-being. Learner responses could include:

- right to healthcare (e.g., GP, NHS, mental health support)
- right to education and training opportunities
- right to safety and protection (e.g., police, safeguarding policies)
- right to participate in community life (e.g., clubs, sports, cultural events)
- right to equality and non-discrimination under UK law.

LO2 AC2.1 Learners must design a proposal for a small community project or activity. Teachers must ensure learners consider:

- examples: litter pick, charity fundraiser, sports taster session, community garden, awareness campaign
- purpose (e.g., improve environment, raise money, promote health)
- target group (e.g., children, older adults, families, peers)
- resources needed (e.g., venue, equipment, volunteers, funding).

AC2.2 Learners must plan a small community project, or activity. Teachers must ensure learners include:

- step-by-step planning: goals, timeline, roles
- risk assessment and safety considerations
- communication methods (e.g., posters, social media, word of mouth)
- organisation of resources (e.g., venue booking, equipment, transport, roles/ responsibilities)

- inclusivity: adapting activities so all groups can take part.

AC2.3 Learners must play a substantial role in the project as defined in the planning stage (organisation of resources).

AC2.4 Learners must reflect on their contributing to the small project or activity
Teachers must ensure learners include:

- what went well e.g., (organisation, teamwork, communication)
- what could be improved (e.g., time management, confidence, problem solving)
- feedback from peers/community members.
- skills gained (e.g., leadership, planning, cooperation)
- setting goals for future involvement.

LO3 AC3.1 Learners must give three examples of group actions that communities can take part in to benefit the environment (one local Welsh action, one national action, one international action. For example, but not limited to:

- one Welsh example (e.g., *Keep Wales Tidy* or *Local Places for Nature*)
- one UK national campaign (e.g., *Great British Spring Clean*)
- one international movement (e.g., *Fridays for Future*).

AC3.2 must include both environmental and social impact(s).

LO4 AC4.1 Learners must explain the role of two different public services available in the local community and how they support communities. Teachers could encourage learners include examples from local councils or voluntary services or health care services.

AC4.2 Learners must describe how to access both services identified in 4.1.

AC4.3 Learners must describe at least three examples of how citizens can use rights-based approaches to influence services e.g.,

- consultations and surveys – citizens use their right to give opinions when councils or NHS ask for feedback
- complaints procedures – citizens use their right to challenge poor service and request improvements
- community meetings or forums – citizens use their right to take part in decision-making about local services
- petitions or campaigns – citizens use their right to organise and ask for change in services
- equality and inclusion rights – citizens use their right to fair treatment to ensure services meet the needs of all groups.

4.4 Learners must evaluate how the three examples identified in AC4.4 can contribute to community projects or activities. For example, but not limited to:

- strengths: empowers citizens, ensures voices are heard, can lead to change

- limitations: takes time, needs collective effort, not all requests succeed
- contribution: builds stronger community links, encourages active citizenship, develops confidence.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Planning and Organising
Understanding of sustainability in the world of work and/or everyday work	Taking part in community activities that promote care for the environment or responsible use of resources.

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	It supports learners in developing confidence, motivation, and knowledge to act in emergencies. It contributes to self-worth by empowering learners to care for themselves and others.